

# **Cosmetology I**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

*Prepared by*

Donna Anderson, Ouachita Area Technical Center  
Deanne Speer, Metropolitan Area Technical Center  
Becky Stacy, Pine Bluff High School  
Stephanie Stokes, Texarkana Area Center

*Facilitated by*

Karen Chisholm, Program Manager  
Office of Assessment and Curriculum  
Arkansas Department of Career Education

*Edited by*

Suellen Ward, Program Manager, Family and Consumer Sciences  
Suzanne Jones, Public School Program Advisor, Family and Consumer Sciences  
Marna Farris, Public School Program Advisor, Family and Consumer Sciences  
Susan Prater, Public School Program Advisor, Family and Consumer Sciences  
Office of Family and Consumer Sciences  
Arkansas Department of Career Education

*Disseminated by*

Career and Technical Education  
Office of Assessment and Curriculum  
Arkansas Department of Career Education

# Curriculum Content Frameworks

## Cosmetology I

Grade Levels: 11,12 Course Code: 494550	Prerequisite: None
Course Description: Cosmetology is the study of hair, hair design, haircutting and styling, chemical texturizing, coloring, and wigs and hair additions. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Arkansas State Cosmetology Licensure Exam.	

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# Unit 1: Career and Technical Student Organizations (Skills USA)

## Hours: 20

Terminology: Assess, Assessment, Behavior, Business meeting, Career, Competency, Critique, Cultural diversity, Customers, Equity issues, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organizations, Resumé, Self-motivation, Short-term goals, Stress, Task, Trade unions

CAREER and TECHNICAL SKILLS				
What the Student Should be Able to Do				
Knowledge	Application			
1.1 Define terminology related to student organizations	1.1.1 Use terms appropriately in context			
1.2 Outline a self-assessment and identify individual learning	1.2.1 Show individual strengths			
	1.2.2 Show areas in need of improvement			
1.3 Describe self-motivation techniques and establish short-term goals	1.3.1 Prepare a list of short-term goals			
	1.3.2 Discuss ways to change or improve lifestyle appearance and behavior			
1.4 Give examples of individual time-management skills	1.4.1 Prepare and maintain a time journal			
	1.4.2 Outline ways to improve time management skills			
1.5 Predict future occupations	1.5.1 Research the Internet to explore for career opportunities within specified fields of study			
	1.5.2 Prepare a presentation on a specified career area			
1.6 Identify the customer	1.6.1 Differentiate between external and internal customers			
	1.6.2 Identify factors which contribute to poor customer relationships			

<b>CAREER and TECHNICAL SKILLS</b>				
What the Student Should be Able to Do				
<b>Knowledge</b>	<b>Application</b>			
1.7 Identify the benefits of doing a community service project	1.7.1 Outline ways to become involved in the community 1.7.2 Develop a community service project			
1.8 Describe effective communication with others	1.8.1 Note personal barriers to listening 1.8.2 Relate a personal plan to overcome barriers to listening			
1.9 Give locations for a shadowing activity	1.9.1 Summarize and relate an experience of job shadowing activity			
1.10 Identify the components of an employment portfolio	1.10.1 Present parts of a portfolio 1.10.2 Compile a personal employment portfolio for an interview			
1.11 List proficiency in program competencies	1.11.1 Construct an interpersonal competency assessment			
1.12 Describe how to measure/modify short-term goals	1.12.2 Discuss how to pursue short-term goals			
1.13 Identify stress sources	1.13.1 Prepare a list of personal sources of stress 1.13.2 Outline techniques to cope with individual sources of stress			
1.14 Identify characteristics of a positive image	1.16.1 List behaviors and traits that lead to a positive image 1.16.2 Note behaviors and traits that lead to a negative image			
1.15 Describe how team skills can be applied to a group project	1.15.1 Form a team to develop a class project			

CAREER and TECHNICAL SKILLS				
What the Student Should be Able to Do				
Knowledge	Application			
1.16 Outline how to observe and critique a meeting	1.16.1 Attend a formal meeting held within the community 1.16.2 Prepare a critique of the meeting attended			
1.17 List business meeting skills	1.17.1 Relate the basic rules required to ensure an orderly and business-like meeting 1.17.2 Demonstrate with role-playing to illustrate appropriate meeting skills			
1.18 Outline a survey for employment opportunities	1.18.1 Compile information on a particular employment opportunity of interest 1.18.2 Perform an Internet search of a specific career area			
1.19 Select a professional journal for review and develop a three to five minute presentation	1.19.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal			
1.20 Identify customer expectations	1.20.1 List customer expectations 1.20.2 Discover the consequences of unmet customer expectations			
1.21 List parts of a job application	1.21.1 Prepare a job application from various businesses in the community 1.21.2 Demonstrate a mock job interview			
1.22 Outline your employment portfolio	1.22.1 Construct a personal employment portfolio			
1.23 Identify supervisory and management roles in an organization	1.23.1 Prepare an organizational chart 1.23.2 Outline the responsibilities of managers and supervisors			
1.24 Outline safety issues	1.24.1 Research safety issues within a given career area			

## Unit 2: Infection Control

### Hours: 10

Terminology: Bacteria, Blood borne pathogens, Disinfection, Immunity, Parasites, Pathogenic, Sanitation, Sterilization

CAREER and TECHNICAL SKILLS				
What the Student Should be Able to Do				
Knowledge	Application			
2.1 Discuss bacteria	2.1.1 Differentiate between Pathogenic and Non-Pathogenic bacteria			
	2.1.2 Compare the various ways that bacteria move			
	2.1.3 Explain bacterial growth and reproduction			
2.2 Identify types of bacterial infections	2.2.1 Classify Pathogenic Bacteria <ul style="list-style-type: none"> <li>• Cocci</li> <li>• Bacilli</li> <li>• Spirilla</li> </ul>			
	2.2.2 Determine bacterial infections			
2.3 Discuss viruses	2.3.1 Identify common type of viral infections			
	2.3.2 Compare and contrast viruses and bacteria			
2.4 Explain external parasites	2.4.1 Identify types of external parasites			
	2.4.2 Analyze how external parasites can be spread			
2.5 Discuss bloodborne pathogens	2.5.1 Analyze how pathogens enter the body			
2.6 Define immunity	2.6.1 Discuss with clients the two types of immunity <ul style="list-style-type: none"> <li>• Natural</li> <li>• Acquired</li> </ul>			

CAREER and TECHNICAL SKILLS				
What the Student Should be Able to Do				
Knowledge	Application			
2.7 Discuss levels of decontamination	2.7.1 Differentiate between sanitation, disinfection, and sterilization			
	2.7.2 Model what decontamination procedures are used in a salon			
2.8 Explain sanitation	2.8.1 Demonstrate proper handwashing procedures			
	2.8.2 Utilize safety procedures for sanitation			
2.9 Explain Disinfection	2.9.1 Determine when to disinfect or when to dispose of salon items			
	2.9.2 Identify types of disinfectants <ul style="list-style-type: none"> <li>• quats</li> <li>• phenolics</li> <li>• alcohol</li> <li>• bleach</li> </ul>			
	2.9.3 Plan proper disinfection procedures used in a salon <ul style="list-style-type: none"> <li>• towels</li> <li>• linens</li> <li>• capes</li> <li>• electrical equipment</li> <li>• work surfaces</li> <li>• foot spas</li> <li>• pedicure equipment</li> </ul>			
	2.9.4 Practice precautions for disinfection			
2.10 Identify blood spill procedures	2.10.1 Outline blood spill procedures for a salon			

## Unit 3: Arkansas Law

### Hours: 5

Terminology: \*No terms

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Explain Arkansas Cosmetology Law Book (Reference: Arkansas Cosmetology Law book)	3.1.1 Interpret unlawful practices for a salon			
	3.1.2 Identify grounds for disciplinary action			
3.2 Explain Arkansas Cosmetology Rules (Reference: Arkansas Cosmetology Rule book)	3.2.1 Interpret proper health and safety rules for a salon			
	3.2.2 Summarize key points from the Arkansas Law and Rules & Regulations books			
3.3 Explain procedures for obtaining an Arkansas Cosmetology License	3.3.1 Complete steps to apply for a Cosmetology Permit			
	3.3.2 Outline training requirements for an Arkansas Cosmetology License			
	3.3.3 Determine procedures to assure compliance with the Arkansas Laws governing the operations of schools and salons			



## Unit 4: Professional Image

### Hours: 4

Terminology: Ergonomic, Ethics, Goal setting, Mission statement, Personal hygiene, Prioritize, Procrastination

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Discuss the importance of maintaining a healthy lifestyle • exercise • hygiene • image • rest/relaxation	4.1.1 Determine the impact of a healthy lifestyle on your professional career			
4.2 Identify ergonomic principals important for cosmetology • foot/leg • hand/wrist • hips/knees • neck/back • shoulders/chest	4.2.1 Identify benefits of ergonomically designed salon equipment  4.2.2 Research ergonomically designed salon equipment • availability • benefits • design • price			
4.3 Discuss effective communication • verbal • non-verbal	4.3.1 Practice various communication techniques used while providing salon services			
4.4 Identify psychological concepts of human relations • ethics • personality • teamwork	4.4.1 Analyze factors that influence personality  4.4.2 Summarize benefits of teamwork  4.4.3 Develop a personal ethics statement  4.4.4 Role model healthy attitudes toward others			

## Unit 5: Hair and Scalp Procedures

### Hours: 4

Terminology: pH scale

CAREER and TECHNICAL SKILLS					
What the Student Should be Able to Do					
Knowledge	Application				
5.1 Discuss proper draping procedures	5.1.1 Demonstrate proper draping procedures <ul style="list-style-type: none"> <li>• chemical service</li> <li>• dry</li> <li>• wet</li> </ul>				
5.2 Discuss the importance of hair brushing prior to shampoo service <ul style="list-style-type: none"> <li>• remove debris/hair products</li> <li>• stimulates blood circulation</li> </ul>	5.2.1 Demonstrate proper brushing procedures				
5.3 Discuss benefits of scalp manipulation <ul style="list-style-type: none"> <li>• stimulates muscles, nerves, and blood vessels</li> </ul>	5.3.1 Demonstrate proper procedures for scalp manipulation				
5.4 Explain the importance of pH in shampoo	5.4.1 Discuss the benefits of different shampoos and conditioners with clients during salon services				
	5.4.2 Illustrate the pH scale				
	5.4.3 Analyze pH of various hair products				

## Unit 6: Trichology

### Hours: 11

Terminology: Alopecia, Anagen, Catagen, Hair Density, Hair Elasticity, Hair Porosity, Hair root, Hair shaft, Hair Texture, Pediculosis Capitis, Pityriasis, Scabies, Telogen, Tinea

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Describe the properties of the hair and scalp	6.1.1 Illustrate the structure of a hair <ul style="list-style-type: none"> <li>• hair root</li> <li>• hair shaft</li> </ul>			
6.2 Discuss hair quality	6.2.1 Compare hair analysis and hair quality <ul style="list-style-type: none"> <li>• density</li> <li>• elasticity</li> <li>• porosity</li> <li>• texture</li> </ul> 6.2.2 Demonstrate porosity and elasticity strand test 6.2.3 Determine hair density			
6.3 Describe the process of hair growth <ul style="list-style-type: none"> <li>• anagen</li> <li>• catagen</li> <li>• telogen</li> </ul>	6.3.1 Illustrate the process of hairgrowth			
6.4 Discuss hair loss and their causes	6.4.1 Discuss types of alopecia with clients 6.4.2 Research various hair loss treatments			
6.5 Identify disorders of the scalp <ul style="list-style-type: none"> <li>• pediculosis capitis</li> <li>• pityriasis</li> <li>• scabies</li> <li>• tinea</li> </ul>	6.5.1 Research various treatments of scalp disorders			

## Unit 7: Principles of Hair Design

### Hours: 10

Terminology: Asymmetrical, Balance, Depth, Emphasis, Form, Harmony, Line, Rhythm, Space, Symmetrical

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
7.1 Discuss the elements of hair design <ul style="list-style-type: none"> <li>• color</li> <li>• form</li> <li>• line</li> <li>• space</li> <li>• wave pattern / texture</li> </ul>	7.1.1 Discuss angles and shapes as they relate to hair design while consulting with clients  7.1.2 Describe the effects different colors have on a hairstyle <ul style="list-style-type: none"> <li>• depth</li> <li>• dimension</li> <li>• illusion of shine/texture</li> <li>• attention to special areas</li> </ul>				
7.2 Identify principles of hair design <ul style="list-style-type: none"> <li>• balance</li> <li>• emphasis/contrast</li> <li>• harmony</li> <li>• proportion</li> <li>• rhythm</li> </ul>	7.2.1 Discuss principles of hair design used while consulting with clients  7.2.2 Demonstrate the principles of hair design to create a hairstyle.				
7.3 Recognize the seven facial shapes <ul style="list-style-type: none"> <li>• diamond</li> <li>• inverted triangle</li> <li>• oblong</li> <li>• oval</li> <li>• round</li> <li>• square</li> <li>• triangular</li> </ul>	7.3.1 Demonstrate how to design hairstyles to enhance or camouflage facial features				

## Unit 8: Haircutting

### Hours: 11

Terminology: Apex, Clippers, Cross check, Crown, Graduated form, Growth pattern, Nape, Razor, Shears, Solid/Blunt form, Tension, Texturizing shears, Uniformly layered

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Explain the basic principles of haircutting	8.1.1 Identify reference points of the head in relation to their role in haircutting			
8.2 Describe angles, elevations, and guidelines for haircutting	8.2.1 Compare concave and convex hairstyles			
	8.2.2 Identify the three basic straight lines			
	8.2.3 Discuss natural fall and normal projection			
8.3 Discuss the factors involved in a successful client consultation • desired look • face, head, and body shape • hair analysis • lifestyle	8.3.1 Role play a client consultation			
8.4 Discuss proper use and safety precautions for cutting hair	8.4.1 Demonstrate safety precautions for cutting hair			
8.5 Describe haircutting tools • clippers/trimmers • razor • shears • texturizing/thinning/shaping shears	8.5.1 Demonstrate proper use of hair cutting tools			
	8.5.2 Properly clean and store haircutting tools			
8.6 Explain sectioning for a successful haircut	8.6.1 Identify workable areas for the purpose of control			
	8.6.2 Demonstrate a four part section			
8.7 Describe the four basic haircuts • solid/blunt form • graduated form • uniformly layered • increased layered form	8.7.1 Demonstrate each form haircut • 0 degree • 45 degree • 90 degree • 180 degree			

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.8 Discuss various haircutting techniques • combination form haircuts • form • shear/clipper overcomb	8.8.1 Demonstrate various haircutting techniques			
8.9 Explain cross checking for balance and accuracy	8.9.1 Demonstrate cross checking			

## Unit 9: Hairstyling

### Hours: 14

Terminology: Base, Circle, Fingerwave, Stem

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Discuss client consultations procedures	9.1.1 Role play a client consultation for hairstyling			
9.2 Explain wet hair styling basics • prep • styles • tools	9.2.1 Identify tools needed for wet styling			
	9.2.2 Demonstrate hair prep for wet styling			
9.3 Discuss wet hair styling techniques	9.3.1 Demonstrate basic wet prep styles • finger waves • pin curls • roller curls			
	9.3.2 Demonstrate alternate parallel waves • horizontal • ridge wave • vertical			
9.4 Identify the three components of a curl • base • circle • stem	9.4.1 Compare and contrast roller curls and pin curls			
	9.4.2 Demonstrate curl and stem • clockwise • counter clockwise			
	9.4.3 Identify mobility of curl • full-stem curl • half-stem curl • no-stem curl			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	9.4.4 Demonstrate the four pincurl shapes <ul style="list-style-type: none"> <li>• crescent/arc</li> <li>• rectangle</li> <li>• square</li> <li>• triangle</li> </ul> 9.4.5 Demonstrate curl placement and anchoring 9.4.6 Create hairstyles using cylinder roller <ul style="list-style-type: none"> <li>• half base</li> <li>• off base</li> <li>• on base</li> </ul>			
9.5 Explain the three basic techniques of long hair design <ul style="list-style-type: none"> <li>• french twist</li> <li>• three-strand over braid</li> <li>• three-strand under braid</li> </ul>	9.5.1 Demonstrate a three strand over-braid 9.5.2 Demonstrate a three strand under-braid 9.5.3 Demonstrate a french twist			
9.6 Explain thermal styling procedures <ul style="list-style-type: none"> <li>• air form solid form</li> <li>• air forming</li> <li>• pressing and curling</li> <li>• scrunch layered form</li> </ul>	9.6.1 Identify implements and equipment needed for thermal styling 9.6.2 Demonstrate proper safety procedures 9.6.3 Demonstrate proper sanitation procedures 9.6.4 Demonstrate various thermal styling techniques 9.6.5 Demonstrate air forming techniques <ul style="list-style-type: none"> <li>• combination form round brush/curling iron</li> <li>• graduated form round brush</li> <li>• layered form round brush</li> </ul>			



## Unit 10: Chemical Texturizing

### Hours: 12

Terminology: Croquignole

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 Describe three major types of chemical texturizing • curl reforming • hair relaxing • permanent waving	10.1.1 Role play client consultation for chemical texturizing  10.1.2 Identify safety precautions for chemical texturizing			
10.2 Explain the four types of permanent waving • ammonia thioglycolic • endothermic heat waves • exothermic heat waves • glycerol monothioglycolic (acid)	10.2.1 Demonstrate proper safety precautions for permanent waving  10.2.2 Identify perm tools • perm end wraps • rat tail/weave comb • various size rods			
10.3 Discuss wrapping procedures	10.3.1 Illustrate the two basic methods in wrapping • croquignole • spiral  10.3.2 Demonstrate end paper techniques • bookend • cushion end • double-flat end  10.3.3 Demonstrate both wrapping methods using various end paper techniques  10.3.4 Demonstrate each wrapping pattern • bricklay pattern • curvature/double halo • partial • piggyback			

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.4 Describe the basic steps of the chemical phase of perm waving <ul style="list-style-type: none"> <li>• apply solution</li> <li>• set timer/test curl</li> <li>• rinse</li> <li>• blot</li> <li>• apply neutralizer</li> <li>• rinse</li> </ul>	10.4.1 Perform a perm wave  10.4.2 Demonstrate all safety and sanitation procedures for performing a perm wave			

## Unit 11: Haircoloring

### Hours: 13

Terminology: Activators, Base color, Developer, Glaze, Level, Oxidation, Weaving

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.1 Define principles of color and the law of color	11.1.1 Identify primary, secondary, and tertiary colors			
	11.1.2 Create a color wheel using the law of color			
	11.1.3 Identify warm and cool colors			
11.2 Describe the levels of hair color	11.2.1 Identify natural level, desired level and tone			
11.3 Identify types of hair color	11.3.1 Role play client consultation to determine color selection			
11.4 Explain the color application process	11.4.1 Demonstrate safety and sanitation procedures for color application			
	11.4.2 Demonstrate basic four quad sectioning for color application			
	11.4.3 Demonstrate virgin color application			
	11.4.4 Demonstrate re-touch application			
	11.4.5 Demonstrate foil technique			
	11.4.6 Demonstrate cap technique			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.5 Discuss hair lightening techniques	11.5.1 Compare and contrast hair lightening and hair coloring			
	11.5.2 Demonstrate virgin color application			
	11.5.3 Demonstrate re-touch application			
	11.5.4 Demonstrate foil technique			
	11.5.5 Demonstrate cap technique			
11.6 Identify hair color problems	11.6.1 Role play client consultation for hair color correction			

## Unit 12: Wigs and Hair Additions

### Hours: 6

Terminology: Block, Bonding, Fusion, Integration hairpiece, Toupee, Wig

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.1 Describe wig composition and construction	12.1.1 Compare different wig compositions			
	12.1.2 Compare various wig constructions			
12.2 Discuss wig selection	12.2.1 Organize all necessary implements and materials needed for wig measurements			
	12.2.2 Demonstrate proper procedure for taking wig measurements			
	12.2.3 Demonstrate how to apply a wig			
	12.2.4 Role play client consultation for wig services			
12.3 Explain proper wig care • blocking • cleaning/conditioning • cutting • setting/styling	12.3.1 Demonstrate proper procedure for blocking a wig			
	12.3.2 Demonstrate how to cut a wig			
	12.3.3 Discuss setting and styling a wig			
	12.3.4 Discuss cleaning and conditioning a wig			
	12.3.5 Apply all safety and sanitation procedures for wig services			
12.4 Discuss various hair pieces	12.4.1 Discuss hair extensions with client during salon services			
	12.4.2 Classify methods of hair extensions			
	12.4.3 Perform client consultation for hair extensions			

# Glossary

## Unit 1: Career and Technical Organizations (Skills USA)

1. Assess - to determine the value, significance, or extent; to judge
2. Assessment - a tool used to determine value, significance, or extent
3. Behavior - the actions one takes; how one conducts oneself
4. Business meeting skills - the ability for individuals who share a common ground (occupational, work, trade, or organizational) to conduct a methodical and systematic meeting
5. Career - a chosen pursuit; the general course of progression of one's working life
6. Competency - the knowledge that enables one to comprehend and complete a task
7. Critique - a critical review or commentary
8. Cultural diversity - integrated existence of ethnic groups based on their values, beliefs, and behavior patterns (social, educational, economic, religious, and artistic values)
9. Customer - one who buys goods or services
10. Equity issue - a point of matter affecting the justice and fairness for all concerned
11. Expectation - eager anticipation; to look forward to the probable occurrence or appearance of something
12. Government - the agency or apparatus through which a governing individual or body functions and exercises authority
13. Image - the public's opinion or concept of something
14. Interview - a formal, in-person meeting in which the assessment of the qualifications of an applicant are demonstrated/determined
15. Job application - a form or document used by an employer when hiring prospective employees
16. Journal - a personal record of occurrences, experiences, or reflections kept on a regular basis
17. Management - the person or people who control or direct a business or other enterprise
18. Mentor - a wise or trusted counselor or teacher

- 19. Organizational chart - a chart that reflects the structure through which individuals cooperate systematically to conduct business
- 20. Parliamentary procedure - a body of rules governing a meeting
- 21. Portfolio - a portable case for holding materials - such as photographs, drawings, or other materials - that represent a person's work
- 22. Presentation - a performance; a formal introduction; the process of offering for consideration or display
- 23. Professional organization - a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized businesses that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside of the United States
- 24. Résumé - a brief account of one's professional or work experience and qualifications often submitted with a job application
- 25. Self-motivation - to task actions, move forward of one's own volition
- 26. Short-term goals - goals or targets that are reachable within a short or brief period of time
- 27. Stress - an extreme pressure, strain, or difficulty
- 28. Task - a function to be performed
- 29. Trade union - a labor union, especially one limited in membership to people in the same trade

## **Unit 2: Infection Control**

1. Bacteria – one-celled microorganisms
2. Bloodborne pathogens – disease-causing microorganisms carried in the body by blood or body fluids
3. Disinfection – process that eliminates most microorganisms, but is not effective against bacterial spores
4. Immunity – ability of the body to destroy and resist infection
5. Parasite – plant or animal organisms that derive nutrition from another organism
6. Pathogenic – causing disease; may cause harmful conditions or illnesses in humans
7. Sanitation – cleaning to remove all visible residue and matter
8. Sterilization – process that completely destroys all microbial life, including spores



**Unit 3: Arkansas Law**  
**\*No Terms\***

#### **Unit 4: Professional Image**

1. Ergonomics – study of how a workplace can best be designed for comfort, safety, efficiency, and productivity
2. Ethics – principles of good character, proper conduct, and moral judgment, expressed through personality, human relations skills, and professional image
3. Goal setting - the identification of long- and short-term goals
4. Mission statement - a statement that sets forth the values that an individual or institution lives by and that establishes future goals
5. Personal hygiene – daily maintenance of cleanliness by practicing good sanitary habits
6. Prioritize - to make a list of tasks that need to be done in the order of most to least important
7. Procrastination - putting off until tomorrow what you can do today

## **Unit 5: Hair and Scalp Procedures**

1. pH Scale – measures the acidity and alkalinity of a substance

## **Unit 6: Trichology**

1. Alopecia – abnormal hair loss
2. Anagen – growth phase in the hair cycle in which a new hair shaft is created
3. Catagen – the brief transition period between the growth and resting phases of a hair follicle
4. Hair Density – the number of individual hair strands found on 1 square inch of scalp
5. Hair Elasticity – ability of the hair to stretch and return to its original length without breaking
6. Hair Porosity – ability of the hair to absorb moisture
7. Hair root – the part of the hair contained within the follicle, below the surface of the scalp
8. Hair shaft – the portion of hair that projects beyond the skin
9. Hair Texture – thickness or diameter of the individual hair strands
10. Pediculosis Capitis – infestation of the hair and scalp with head lice
11. Pityriasis – dandruff, an inflammation of the skin characterized by the formation and flaking of fine, thin scales
12. Scabies – contagious skin disease that is caused by the itch mite, which burrows under the skin
13. Telogen – resting phase, the final phase in the hair cycle that lasts until the fully grown hair is shed
14. Tinea – medical term for ringworm, a contagious condition caused by fungal infection

## **Unit 7: Principles of Hair Design**

1. Asymmetrical - hairstyle design that features unequal proportions designed to balance facial features
2. Balance - establishing equal or appropriate proportions to create symmetry. In hairstyling, it signifies the proper degree of height to width.
3. Depth - one of the three dimensions of a hairstyle, it is created when colors that are lighter and warmer alternate with colors that are darker and cooler. Also called dimension.
4. Emphasis - the place in a hairstyle where the eye is drawn first before traveling to the rest of the design
5. Form - outline of the overall hairstyle as seen from all angles
6. Harmony - orderly and pleasing arrangement of shapes and lines
7. Line - thin continuous mark used as a guide, can be straight, or curved, horizontal, vertical, or diagonal
8. Rhythm - regular, recurrent pattern of movement in a hairstyle
9. Space - area that the hairstyle occupies; also thought of as the area inside the form
10. Symmetrical - hairstyle design that is similar on both sides of the face

## **Unit 8: Haircutting**

1. Apex - highest point on the top of the head
2. Clippers - electric hair cutting tools mainly used when creating short haircuts, shorts tapers, fades, and flat tops
3. Cross check - parting the haircut in the opposite way from which you cut it, to check for precision of line and shape
4. Crown - area of the head between the apex and back of the parietal ridge
5. Graduated form - an effect or haircut that results from cutting the hair with tension, low to medium elevation or over direction
6. Growth pattern - direction in which the hair grows from the scalp; also referred to as natural fall or natural falling position
7. Nape - back part of the neck; the hair below the occipital bone
8. Razor - hair cutting tool mainly used when a softer effect is desired on the ends of the hair
9. Shears - hair cutting tool mainly used to cut blunt or straight line in hair. May also be used to slidecut or pointcut. Also called scissors.
10. Solid/blunt form - haircut in which all the hair comes to one hanging level, forming a weight line or area; hair is cut with no zero-elevation, or no-elevation cut
11. Tension - amount of pressure applied when combing and holding a section, created by stretching or pulling the section
12. Texturizing shears - haircutting tool mainly used to remove bulk from the hair. Also called thinning shears, tapering shears, or notching shears.
13. Uniformly layered - hair is elevated to 90 degrees from the scalp and cut at the same length

## **Unit 9: Hairstyling**

1. Base - stationary, or nonmoving, foundation of a pin curl, which is the area closest to the scalp; the panel of hair on which a roller is placed
2. Circle - the part of the pin curl that forms a complete circle; also, the hair that is wrapped around the roller
3. Fingerwave - process of shaping and directing the hair into a pattern of "s" -shaped waves through the use of fingers, combs, and waving lotion
4. Stem - section of the pin curl between the base and first arc (turn) of the circle that gives the circle its direction and movement; the hair between the scalp and the first turn of the roller

## **Unit 10: Chemical Texturizing**

1. Croquignole - perms in which the hair strands are wrapped at an angle perpendicular to the perm rod, in overlapping concentric layers



## **Unit 11: Haircoloring**

1. Activators - powdered persulfate salts added to haircolor to increase its lightening ability
2. Base color - predominant tone of a color
3. Developer - oxidizing agent that, when mixed with an oxidation haircolor, supplies the necessary oxygen gas to develop color molecules and create a change in hair color
4. Glaze - a nonammonia color that adds shine and tone to the hair
5. Level - lightness or darkness of a color. Refers to the saturation, concentration, or density of a color. Answers the question, how much color?
6. Oxidation - a process by which oxygen is released, occurs within the cortex of the hair shaft
7. Weaving - color technique in which selected strands are picked up from a narrow section of hair with a zigzag motion of the comb, and lightener or color is applied only to these strands

## **Unit 12: Wigs and Hair Additions**

1. Block - head-shaped form, usually made of canvas-covered cork or Styrofoam, to which the wig is secured for fitting, cleaning, coloring, and styling
2. Bonding - method of attaching hair extension in which hair wefts or single strands are attached with an adhesive or a glue gun
3. Fusion - method of attaching extensions in which extension hair is bonded to the client's own hair with a bonding material that is activated by heat from a special tool
4. Integration hairpiece - hairpiece with an opening in the base through which the client's own hair is pulled to blend with the hair (natural or synthetic) of the hairpiece
5. Toupee - small wig used to cover the top or crown of the head
6. Wig - artificial covering for the head consisting of a network of interwoven hair